

*LEARNING
DEVELOPMENT
OFFICE*

1989 - 1991
Biannual Report

Concordia University

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1989-1991 and Beyond: ... To take teaching seriously!

Established in 1974, The Learning Development Office provides encouragement and support to all faculty, both full-time and part-time, to evaluate and improve the quality of teaching and learning at Concordia. This report describes in detail the services and activities of the Office over the last two years, 1989-1991.

We work with departments and with individuals to design, develop, and implement evaluations of the effectiveness of courses and of teaching for the purposes of personnel decisions, for improvement, and for curriculum planning and review. We provide a confidential consulting service on teaching using a process which can include interviews, in-class observations, videotaping and student and faculty questionnaires. We respond to requests for information and assistance on various aspects of teaching and learning, and we maintain a small professional library of books and research articles on teaching and learning in higher education which may be used by the faculty. We regularly publish a newsletter for the faculty as well as offering workshops and seminars which range in length from two hours to three or four days. Concordia's participation in the National Faculty Exchange Program, a professional renewal opportunity also open to administrators and staff, is also managed by our Office. We assisted with the management of the competition for awards from the Fund for the Innovative Development of Teaching.

Within our limited resources we have been able to provide a wide range of high quality services to the Concordia community. We believe that within our existing budget our first responsibility has been to maintain, refine and improve the services we are already providing. We look forward to the review next year of the work of the Learning Development Office with the hope that what we do well will be recognized and what we need to do differently, as well as the resources required, will be identified.

The challenge facing Concordia, as well as all other Canadian universities, is to establish the place of teaching in the culture of the academy. There is no doubt, nor even any question, that research is an essential and important function for university professors. The real question is: Do we take our teaching responsibilities as seriously? Stuart Smith, in his preliminary report (May, 1991) on the Commission on Inquiry on Canadian University Education states: "at many universities, research publications are far more important than teaching excellence when it comes to promotion and tenure for faculty members" and that "the Commission perceives a deep cynicism among the faculty concerning the real importance accorded to teaching". This pressure for publications and grants may be turning "first-class teaching institutions into third-rate research ones", to quote Pat Cross, former chair of the American Association of Higher Education.

What is needed is nothing short of a radical transformation of the culture of the academy. We need to re-conceptualize scholarship to include the scholarship of discovery, of integration, of application, and the scholarship of teaching (Scholarship reconsidered: Priorities of the professoriate, (1990) Carnegie Foundation for the Advancement of Teaching). We need to view teaching as a profoundly intellectually challenging activity. Russell Edgerton, President of AAHE, recently wrote:

There is more to teaching than simply knowing the subject and talking about it; that's the easy part. The difficult part is finding the words, the metaphors to represent the ideas of the discipline to those who don't already understand it. How do you represent the idea of electricity to a freshman? Is it like water

flowing through pipes, cars on a highway, an assembly line? Is there a better analogy? Viewed this way, **effective teaching becomes the highest form of understanding**. Aristotle's strictest measure of whether or not someone really knew their subject was whether they could turn around and teach it. (emphasis added.)

If we are to take teaching seriously, to see it as the highest form of understanding, as part of the definition and expression of our scholarship, then we need to examine the gap between what we say (excellence in teaching is an essential part of our mission) and what we actually do. We need to examine how the behaviour of both faculty and administration contributes to creating and maintaining a climate where teaching doesn't seem to matter much. Professors say that teaching is an important and satisfying part of their professional lives yet they rarely talk about it; they rarely recommend their colleagues for promotion on the basis of teaching; they rarely demand that, as part of the hiring process, the candidates teach a lesson or prepare a course outline. There is no equivalent of grand rounds where faculty discuss difficult cases in presenting concepts, or exciting experiments they are trying in their in teaching. Faculty come to their classrooms with no training for teaching beyond expertise in their discipline. This situation needs to be acknowledged and discussed.

We have seen "Strategic Plans for the Enhancement of Research" and Strategic Space Plans." Is it time now for a "Strategic Plan for the Enhancement of Teaching"?

We look forward in the future to working with the faculty and administration in transforming the culture of Concordia, to becoming an institution where teaching is taken seriously, where it is recognized as a reflection of the highest form of understanding and a part of scholarship, and where it is valued in both the formal and informal reward system.

September 1991

STAFF

1989-1991

Director

Ronald Smith, Ph.D.
- Associate Professor in Education

Assistant Director

Marjorie MacKinnon, M.Ed.
- Educational Consultant

Teaching Consultant (part-time)

Judy Swedburg (Feb. 1989 - present)

Coordinator, Course Evaluation

Linda R. Church (May 1991 - present)

Rita Nicholson-Morgan (May 1988 - Feb. 1991)

Department Secretary

Heather Adams (May 1991 - present)

Nancy Gallone (Feb. 1991 - May 1991)

Lorna Elcock (May 1988 - Feb. 1991)

Clerical (part-time)

Susan Smith (Fall 1989 - present)

We also hire extra part-time temporary clerical/secretarial help during peak periods of course evaluation.

EVALUATION

The evaluation of the effectiveness of courses and teaching is a central part of our mandate and an integral part of our efforts to maintain and improve the quality of teaching and learning at Concordia.

Teacher and Course Evaluation

The design, development, printing, packaging, and processing of questionnaires to evaluate courses and teachers for improvement purposes and for personnel decisions, continues to be a major part of our work. Tables 1 to 4 indicate increases over the last two (2) years in these areas: the number of departments using our services, the number of courses being evaluated each year, and the total number of questionnaires being used, which has grown to over 157,000.

Over the last 17 years the Learning Development Office has developed a significant expertise and acquired a considerable amount of resources in the area of evaluation. We have a small professional library of books and research articles on evaluation, we have files of possible questions and questionnaires, and we have an enormous data base of results from student evaluations. In addition, we have developed a package of computer programs which enable us to do sophisticated analyses and interpretation of individual results in a variety of contexts, for example, we can compare the evaluation of an individual course to all other courses taught at the same level, to all other courses of a similar size, or to all other sections of the same course.

Each year we endeavour to make improvements to our services. Over the last two years we have had to convert all our procedures and programs from the CYBER to the VAX. We have taken this opportunity to improve our systems to be menu driven and more user friendly for our staff. We continue to modify our procedures to make the system work more efficiently within the limited resources available. We acknowledge and appreciate the cooperation and fine service we have received from the computer centre, particularly the work of Anne Barkman, who has worked so creatively and diligently on revising our programs, and from distribution services, security and mail services in helping us manage over 5,000 evaluation packages each year.

We continue to be surprised and disappointed that individuals and departments seem so unwilling to develop and implement more comprehensive systems of teacher and course evaluation. Student evaluation questionnaire data represent information from only one source (students) and on only a few aspects of teaching. Certainly students are an important source of data, and our current practice of collecting and analyzing their responses reflect the current research and our best understanding of this area. However, we are ignoring other aspects of teaching (such as the level and currentness of the content, the design of the course, the methods of evaluation of learning, the lasting impact of the course, the out-of-class activities related to curriculum and course development, and individual efforts at innovations and experimentation in teaching methods) and many other sources of data (such as colleagues, alumni, administrators, and the professors themselves)

Program or departmental reviews.

We have been named as a university resource to assist departments in various Faculties with the review of their undergraduate programs. We have compiled a list of books and articles that are available from our library on the topic of program review and evaluation. We have consulted with people in the Deans' Offices and with departmental committees about issues in evaluation and the collection, analysis and interpretation of data.

This is an area where our expertise as well as the enormous data base of student evaluations could

be of particular use to the community. Unfortunately our limited staff and resources restrict the range of service we can provide at this time.

Possible Projects

Under this heading we indicate some of the projects we believe are important to consider implementing over the next two or three years. The decision to begin any particular project is based on our assessment of the need for and interest in the project as expressed by individual faculty members or departments, together with the availability of appropriate staff and resources.

Portfolio Development and Evaluation. As a result of the last merit review exercise and the most recent performance assessment in the University it is apparent that there is a need for some program to assist individuals (and committees) in the development and assessment of teaching portfolios. A survey of our most recent practices, together with a review of the research and the practices at other institutions could provide the Concordia community with models, training and skills in this area in order to ensure that everyone can represent their case for teaching effectiveness clearly and cogently and that it will be reviewed accurately and fairly.

Uses and abuses of student evaluation data. Although we are quite confident that the evaluation data that we collect accurately reflects the opinions of students about the effectiveness of their courses and their teachers, we have almost no data and are far less confident that the evaluation results are being interpreted correctly, and that they are being used fairly in the personnel process. This suggests several projects:

Improving the evaluation printouts. A survey of individuals and personnel committee members, together with a review of recent research, might provide information which could lead to other ways of analyzing the data and presenting the results.

Interpreting evaluation results. A series of workshops or seminars for individuals or departmental personnel committees could review all the information contained in evaluation printouts and explore how it can be interpreted to assist individuals in improving their teaching and to assist committees in making personnel decisions.

Curriculum review and development. The enormous data bases of course evaluation results which we have collected over the years could provide useful information to decision makers in the review and the development of curriculum. For example, the starting point for a curriculum revision project could be the identification of courses which seem to produce little learning, independent of the persons who are teaching them.

Exporting our Evaluation Services. As a result of experience and expertise in the area of developing and analyzing student questionnaires, we have worked over the last two years to process the evaluations from departments at Bishop's University, Champlain College, Vanier College, and Marianopolis College. Our very limited resources and staff prevent us from making any serious effort to develop and market our services in this area. For the time being, we must be content to respond to requests as circumstances permit.

TABLE 1

Total Number of Courses Evaluated by Year

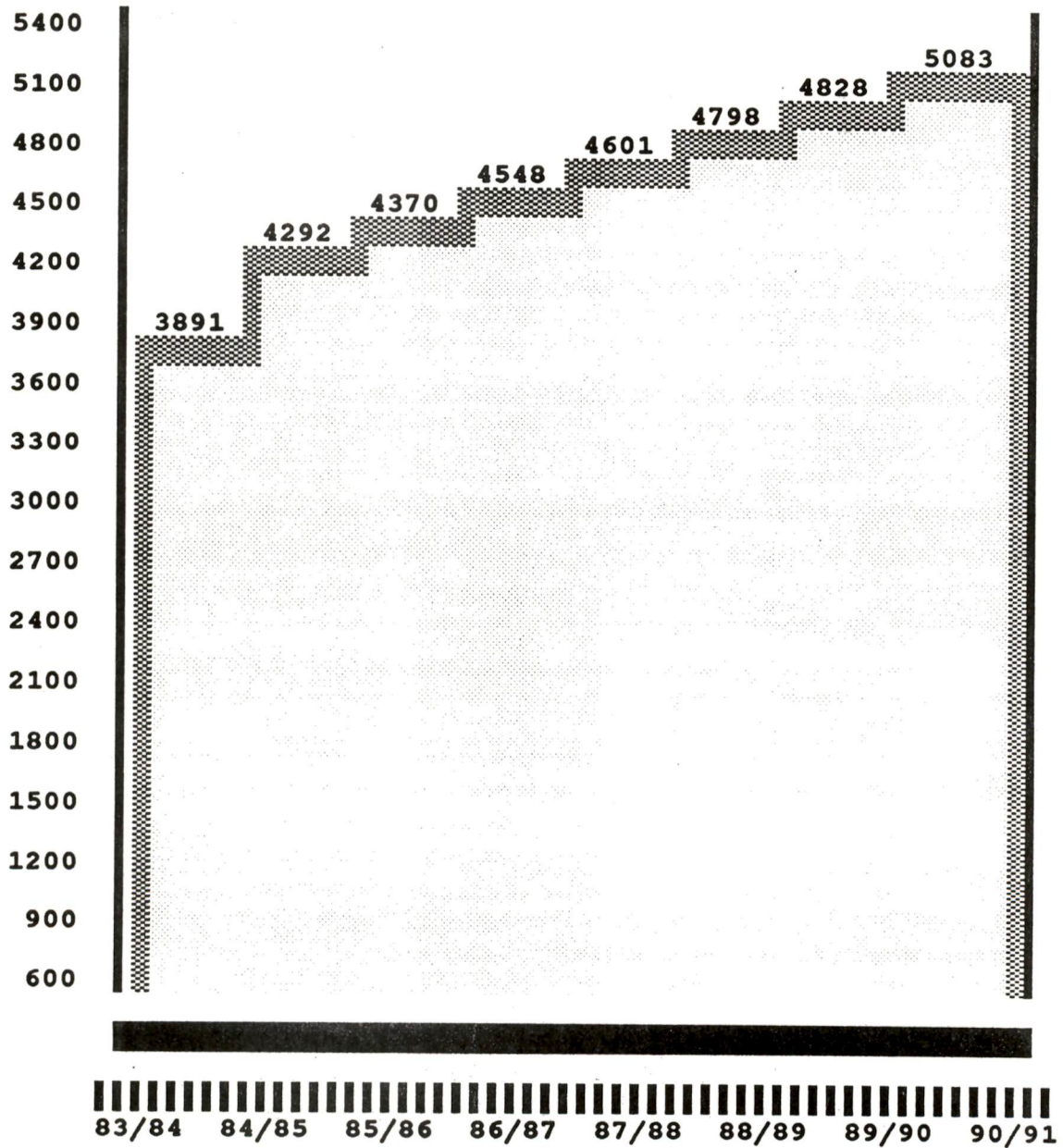


TABLE 2

Number of Departments Using our Services each Year

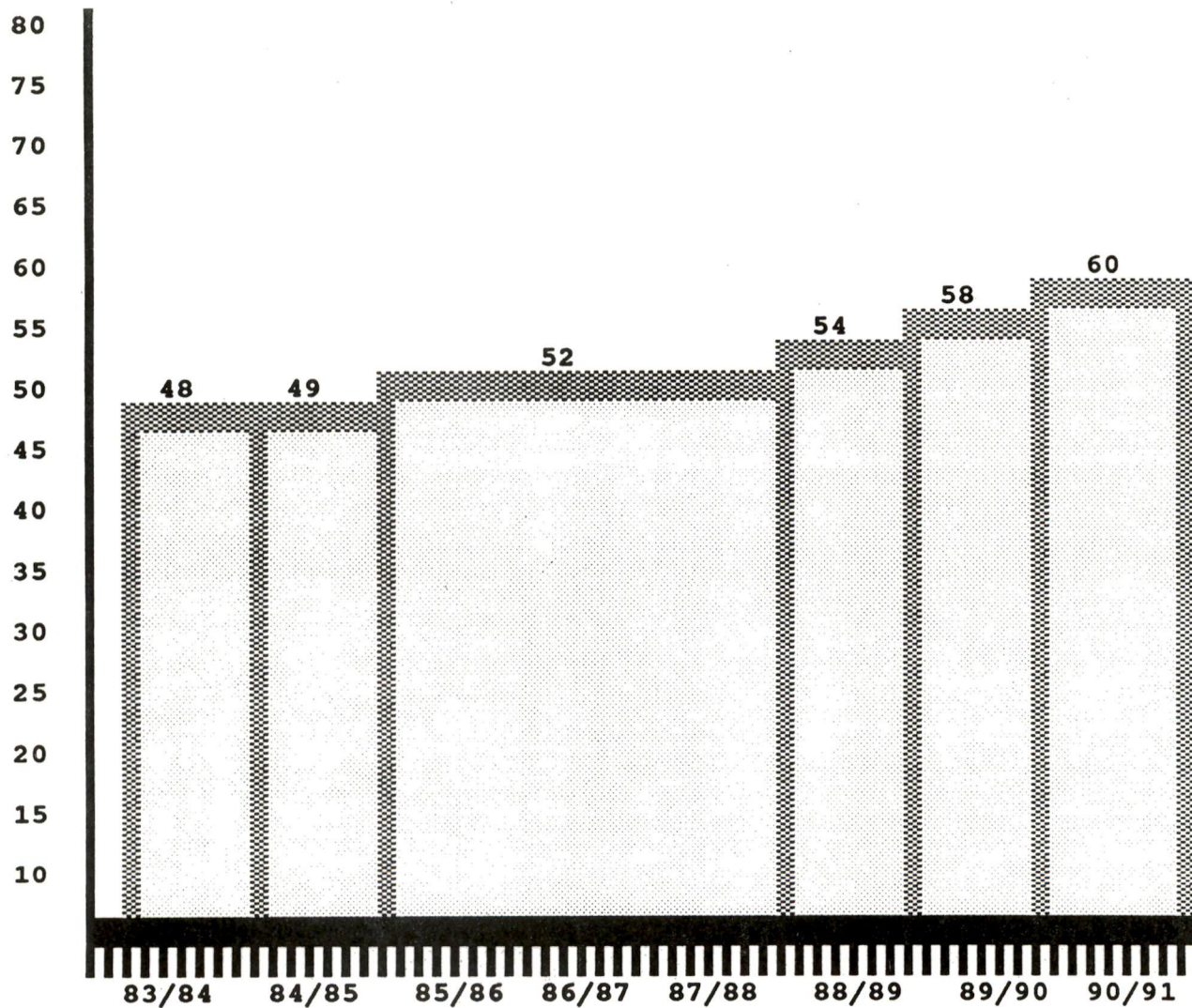
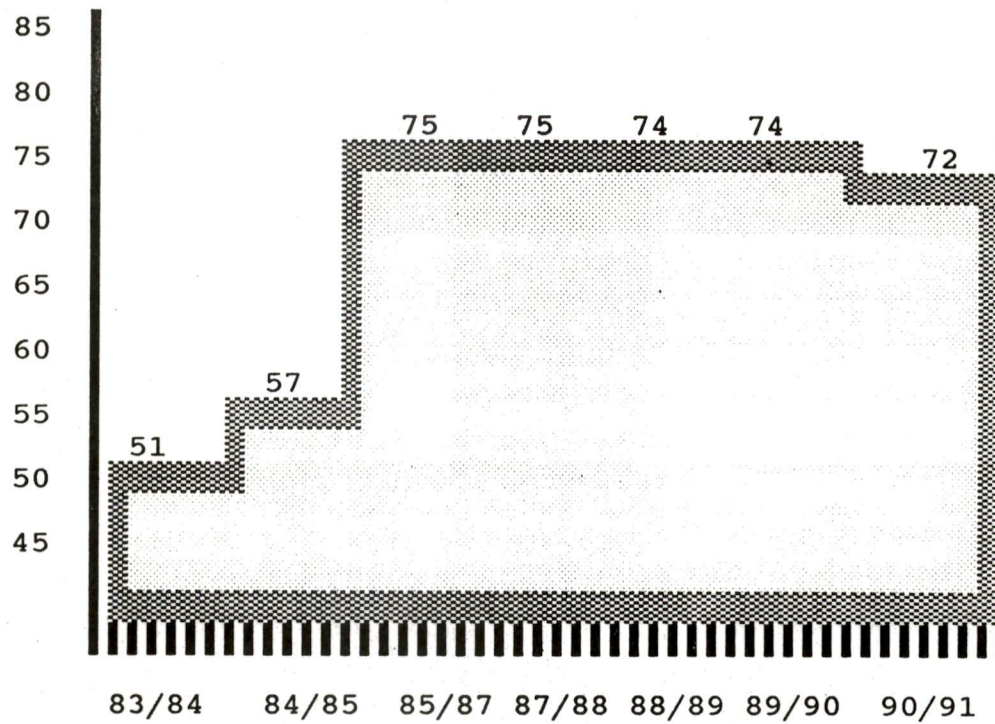


TABLE 3

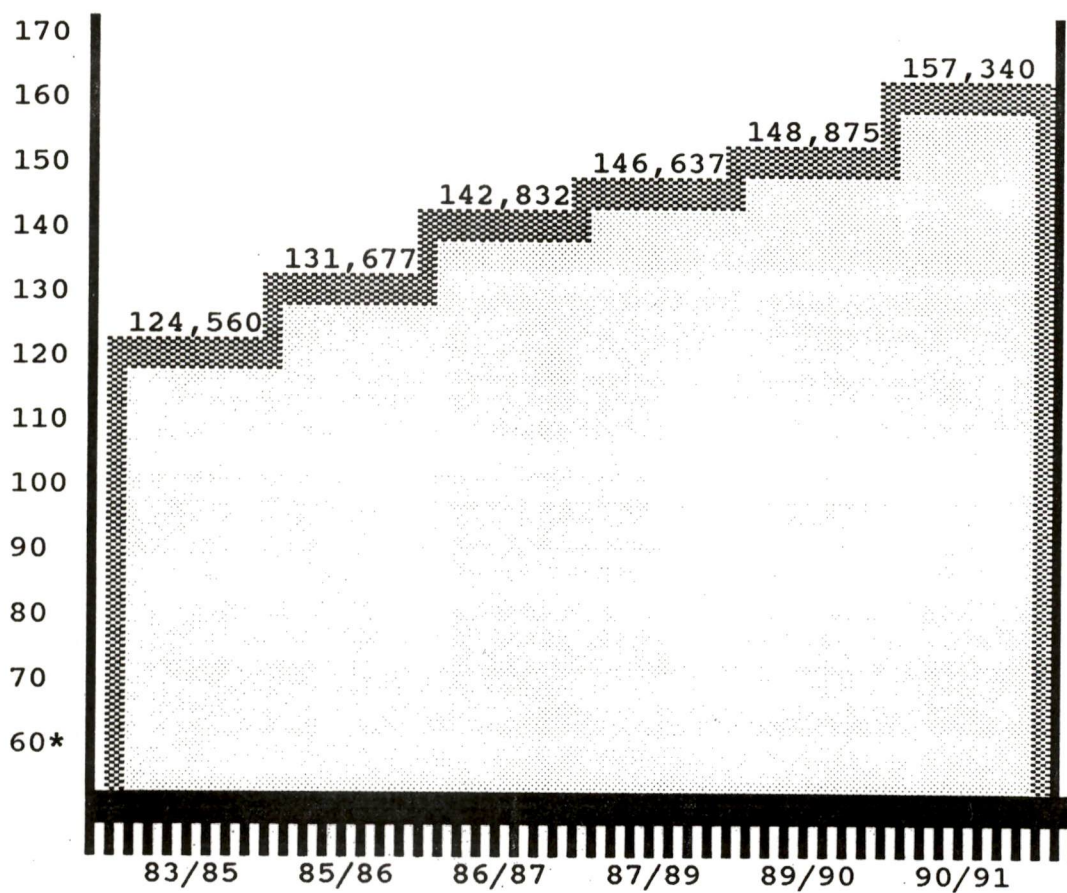
Number of Different *Questionnaires Used Each Year



*several departments have more than one questionnaire

TABLE 4

Total Number of Questionnaires Distributed



*amounts are in thousands

CONSULTATIONS

A large portion of our time is spent working on a one-to-one basis with individuals or with groups of faculty on their specific issues of concern.

Teaching Development Service

The Teaching Development Service is the major consultation program we offer to individual faculty members who are interested in taking a careful and intense look at their teaching. Originally developed at the University of Massachusetts, it has been adapted to meet the needs of Concordia faculty (see Appendix I for a more detailed description of the service). The program includes comprehensive data collection on individual teaching strengths and weaknesses using in-class observation by a trained consultant, student and faculty questionnaires, and videotapes of actual class sessions. Specific improvement strategies are developed collaboratively and implemented by the professor. Their impact is assessed at the end of the term. This is an individualized and strictly confidential service which requires a considerable amount of our time for each professor. However, we feel it is one of the most powerful aids we can provide to assist faculty in examining and improving their teaching.

Since the Service was instituted in 1976, we have worked with more than 154 professors in 203 courses.

1976-1989	134 professors in 176 courses
1989-1990	10 professors in 15 courses
1990-1991	10 professors in 12 courses

Although the number of faculty who request and use the Teaching Development Service each year remains relatively small, the intensive nature of the work stretches the limits of our resources. In the United States, where some faculty are trained as teaching consultants, working with two professors is equal to a course remission. Hence, without additional qualified staff we are unable to manage any higher usage. For the last six years, we have had to put professors on a waiting list.

Short-term Consultations

These consultations, which represent a very important aspect of our work with faculty, are particularly difficult to report. Many faculty are either not prepared or unable to commit a large amount of time to working with us on their teaching. For those who have specific requests we are available by phone, or for meetings. Some requests are just calls for specific information. Others involve meetings with individuals to discuss some particular aspect of their teaching. Still others involve us in several meetings, sometimes with an entire department, to work on complex and involved issues, for example, a major curriculum revision. In one instance we also served as an expert witness in an arbitration concerning a teacher's competency.

Through visiting departments, holding open houses, and our newsletter, we keep the faculty informed about the range of services we can provide, often leading to an increase in the number of requests for consultations.

THE TEACHING AND LEARNING COMMUNITY (TLC) NETWORK

The Teaching and Learning Community offers Concordia faculty opportunities to meet informally with their colleagues from other disciplines to discuss issues related to teaching and learning. The TLC network is comprised of a variety of special interest groups that meet on a regular (usually monthly) basis to explore ideas and share experiences. Members are able to:

- enjoy a mutually supportive
- renew themselves through interchange
- acquire useful new ideas

In November 1990, six special interest groups were formed to consider such topics as:

- (1) Alternative to the Lecture
- (2) Teaching Large Classes
- (3) Using Humour
- (4) More than Memory
- (5) Enhancing Speaking Skills and
- (6) High Content Courses.

Within five months, more than 100 Concordia faculty had joined the TLC Network.

WORKSHOPS

In addition to providing workshops to meet particular departmental requests the Learning Development Office sponsors a wide variety of sessions for faculty and administrators. These workshops range in length from two hours to four days and address such concerns as faculty evaluation, teaching effectiveness, and professional development.

June 1, 1989 - May 31, 1991

- Women's Ways of knowing: Connecting and Collaborating with Learners. A public lecture*
by Jill Mattuck Tarule
- Women's Ways of Knowing: Applications to Teaching and Learning*
by Jill Mattuck Tarule and Lanie Melamed
- Thinking, Reasoning, and Writing**
- What you can do to improve your students' writing (offered twice)
by Mary Marr and Mary O'Malley, Guidance Services, Concordia University
- The Art and Craft of Explaining Skills (series of 3 half-day sessions)
by Marjorie MacKinnon, Learning Development Office
- Teaching: A light-hearted approach (Using Play and Humour in the Classroom)
by Joan Stafford
- Teaching Large Classes by Marjorie MacKinnon
- Enhancing Speaking Skills by Marjorie MacKinnon
- Alternatives to the Lecture by Ron Smith
- More than Memory by Ron Smith
- High Content Courses by Marjorie MacKinnon
- Advanced WordPerfect Workshop for faculty
by Michèle Raymond
- Frames, Actions, Consequences: A new way to look at teaching.
by Ron Smith and Fred Schwartz

* Co-sponsored with Lacolle Centre and Adult Education

** Co-sponsored with Lacolle Centre and Dawson College

Departmental Teaching Improvement Workshops

To promote collegial discussions and moral support for teaching we have encouraged departments to make use of our services. Over the past two years the following sessions have been offered:

- Developing Course Outlines - Library Studies
by: Marjorie MacKinnon
- Elements of Good Teaching - French Translation
by: Marjorie MacKinnon
- Experimenting in Teaching Physics: Classroom Research
by: Ron Smith and Calvin Kalman

NATIONAL FACULTY EXCHANGE

The National Faculty Exchange program provides a central clearing house of exchange opportunities for faculty, staff and administrators from over 150 higher education institutions in North America and Australia. Concordia University joined in the program in 1987 and is one of only three Canadian members.

In 1987-88, we had one faculty member come to Concordia University for a term. In 1988-89, we arranged an exchange of faculty between Concordia University and the University of North Carolina at Charlotte for a one year, a one-month exchange of staff between Concordia University and University of Rhode Island, and another staff member has gone on exchange to California State Fresno for three (3) months.

In 1989-90, we arranged for one of our faculty to spend at term at California State University at Hayward. In 1990-91, plans were made for Concordia to host two professors from National Faculty Exchange: one from the University of North Carolina at Charlotte in our History department and one from Jacksonville State University in our Economics department, both will be at Concordia in January 1992.

Preparations are already underway for exchanges during 1992-93. Nineteen people from Concordia have indicated a preliminary interest in going on an exchange, while Concordia has received 30 preliminary applications from people at other universities who want to come here.

This program represents a relatively low-cost program of professional and personal renewal for faculty, staff and administrators which supplements the other programs which are available. It is our expectation that as people get more familiar with the program, the number involved will increase.

SPECIAL PROJECTS

In order to be responsive to issues of concern and to use our expertise and resources to serve the needs of the community, we occasionally undertake, either on our own initiative or in response to a specific request, what we call "special projects". The decision about any project is based on our assessment of the need, as well as the availability of people, time, and financial resources. During the last two years we have been involved in the following projects.

Training for teaching assistants

This project involved a survey of the literature to determine what types of programs had been conducted and to identify institutions which had exemplary programs. We contacted these institutions and obtained copies of the materials they have developed to use with their teaching assistants. We also pilot tested a survey instrument to use at Concordia to determine the extent of the use of teaching assistants here, their duties and responsibilities, their training, and the perceived need for various types of training programs. We hope in the future to have the resources to carry out the full survey and to implement a program if this is what is indicated.

Concordia Fund for the Innovative Development of Teaching

Our Office provided the clerical support for this initiative from the Office of the Vice-Rector, Academic, which provided \$75,000 in grants to 22 different projects. For the ten years, from 1974-1984, the Learning Development Office had managed the Teaching Development Grants program. For each of the last five years we have requested that the university make some money available to faculty to support extraordinary efforts to improve teaching. We were encouraged to see this initiative and to support it in every way we can.

NEWSLETTERS

Our own newsletter **"Teaching & Learning"** is published occasionally during the academic year. We also distribute **"Teaching Excellence: Toward the Best in the Academy"**, a series of newsletter-formatted articles written by leading experts in higher education and published by the Professional and Organizational Development Network in Higher Education. Our purpose is to provide faculty with information on educational issues and innovations in higher education as well as to stimulate discussion. These newsletters are regularly sent to all Concordia faculty, to 27 other institutions, as well as to many other individuals who have expressed an interest in the publication.

The issues of **"Teaching and Learning"** published during 1989-1991 were:

September	1989	Pacing: Priorities and Planning Considerations by: Marjorie MacKinnon
November	1989	Grading: Issues and Advice by: Marjorie MacKinnon
January	1990	Thinking Critically about Critical Thinking by: Olivia Rovinescu and Stanley Nemiroff
March	1990	Professional Development Opportunities
April	1990	More Professional Development Opportunities
September	1990	Bright Ideas from Fellow Teachers by: Marjorie MacKinnon
November	1990	10 Strategies for Fair and Effective Grading by: Marjorie MacKinnon
April	1991	Professional Development Opportunities
May	1991	Summer Readings

The issues of **"Teaching Excellence: Toward the Best in the Academy"** distributed during 1989-1991 were:

Vol. 1 no. 1	1989	If Learning Involves Risk-taking, Teaching Involves Trust-building by Marilla Svinicki
Vol. 1 no. 2	1989	Reforming Undergraduate Education: One Class at a Time by K. Patricia Cross
Vol. 1 no. 3	1989	The Challenge of Teaching the Introductory-level Course by Delivee Wright
Vol. 1 no. 4	1989	Critical Thinking by Design by Joanne Gainen Kurfiss
Vol. 1 no. 5	1990	Why Professors Don't Change by Loren Ekroth

Vol. 1 no. 6	1990	Rethinking What It Means to be a Scholar by R. Eugene Rice
Vol. 1 no. 7	1990	Teaching in Action: Criteria for Effective Practice by Ronald Smith and Fred Schwartz
Vol. 1 no. 8	1990	The Meaning of College Grades by James Eison
Vol. 2 no. 1	1990-91	Forward to Aristotle: Teaching as the Highest form of Understanding by Russell Edgerton
Vol. 2 no. 2	1990-91	Countering Common Misbeliefs about Student Evaluations of Teaching by Robert Boice
Vol. 2 no. 3	1990-91	Collaborative Learning: Reframing the Classroom by Jean MacGregor
Vol. 2 no. 4	1990-91	Impediments to Teaching a Culturally Diverse Undergraduate Population by Barbara Solomon
Vol. 2 no. 7	1990-91	Spectators and Gladiators: Reconnecting Students with the Problem by John Boehrer
Vol. 2 no. 8	1990-91	So much Content So Little Time by Marilla Svinicki

LIBRARY AND READING ROOM

Since the Office was first established in 1974, we have been collecting books, manuals, articles and research reports related directly to university teaching and learning. We currently have almost 400 items, a very respectable professional library for people concerned with higher education. The titles cover such areas as:

- Academic Leadership
- Organizational Development
- Institutional Reform
- Evaluating Faculty
- Evaluating Teaching
- Research on Teaching
- Teaching Improvement
- Curriculum Design
- Media
- Alternatives to the Lecture
- Program Evaluation
- Professional Development

The library is used as a resource for us in our work with faculty and our modest reading room is open to the University community during regular office hours. Concordia faculty, administrators and students are invited to visit it and may borrow books for short periods of time.

Some of our recent acquisitions include:

Foundations of Program Evaluation by William R. Shadish, Jr., Thomas D. Cook, and Laura C. Leviton, Sage Publications, 1991.

Classroom Assessment Techniques: A Handbook for Faculty by K. Patricia Cross and Thomas A. Angelo, Board of Regents of the University of Michigan for the National Center for Research to Improve Teaching and Learning, 1988.

Preparing the Professoriate of Tomorrow to Teach edited by Jody D. Nyquist, Robert D. Abbott, Donald H. Wulff and Jo Sprague, Kendall/Hunt Publishing Company, 1991.

Improving College Teaching by Maryellen Weimer, Jossey-Bass Publishers, 1990.

Enhancing Departmental Leadership: The Roles of the Chairperson by John B. Bennett, and David J. Figuli, MacMillan Publishing Company, 1990.

SERVICES TO THE LARGER COMMUNITY

The staff of the Learning Development Office participate in Committees in the University and do presentations/workshops at various professional meetings and other universities or colleges in the areas related to teaching and learning in higher education.

The expertise that we have developed is also made available to the academic community outside Concordia. In addition to our Office being called upon to process the evaluations for other institutions in the Montreal area, (see Evaluation section), the Director, Ronald Smith, makes presentations at conferences, is invited to do workshops and seminars, and publishes in academic journals.

Presentations at Conferences

- | | |
|--------------|--|
| March 1991 | "On Becoming Professional about Professional Development", Ontario Institute for Studies in Education, University of Toronto. |
| March 1991 | "If Professional Development is Giving Help, What Kind of Help is Helpful?", Centre for Studies in Medical Education, University of Toronto. |
| March 1991 | "The College Teaching Climate in a Changing Society", John Abbott College Professional Day. Invited keynote address. |
| June 1990 | "Perspectives on Expertise: Implications for Teaching" (with F. Schwartz & W. Knitter). Society for Teaching and Learning in Higher Education, Montreal. |
| June 1990 | "Reflecting on your Teaching: Identifying Productive Behaviour". Society for Teaching and Learning in Higher Education, Montreal. |
| June 1990 | "Reflecting on your Professional Practice: A Story Telling Approach". Canadian Association for the Study of Adult Education, Victoria. |
| April 1990 | "Canadian Dental Faculty: Changes and Challenges". American Educational Research Association, Boston. |
| January 1990 | "Adapting to Learner Differences". University of Hawaii at Manoa. |
| January 1990 | "Evaluating Teaching Effectiveness". University of Hawaii at Manoa. |
| October 1989 | "Living in a Learning Community - Learning in a Living Community". Professional and Organizational Development Network in Higher Education 14th Annual Conference, Jekyll Island, Georgia. |
| June 1989 | "The National Survey Results". The Association of Canadian Faculties of Dentistry XV Biennial Conference on Canadian Dental Research and Education, London, Ontario. |
| June 1989 | "Reflecting on Practice: Stories we tell ourselves". Ontario Colleges of Applied Arts and Technology, Eastern Region, Kingston, Ontario. |

SEMINARS & SHORT (HALF DAY) WORKSHOPS:

- June 1991 "Andragogy - Philosophy and Psychology of Teaching Adults", Quebec Advisory Committee on Vocational Education and Quebec Business Teachers' Association, Montebello, Quebec.
- February 1991 "Course Objectives: Development and Use." Marianopolis College, Montreal.
- December 1989 "Evaluation in Teaching". Excellence in Teaching Series, Simon Fraser University.
- December 1989 "Evaluating Teaching in Post-Secondary Institutions", Simon Fraser University.
- December 1989 "Evaluation of Teaching". University of Victoria.
- December 1989 "Teaching Evaluation: A Seminar for Deans, Directors and Chairpersons". University of Victoria.
- November 1989 "Evaluating Teaching". Loyola High School Pedagogical Day.
- October 1989 "Problems in Educating Adults". InterAmerican Organization for Higher Education Delegation, Concordia University.

WORKSHOPS AND COURSES (1 day or longer)

- Qualitative and Quantitative Methods for the Social Sciences. John Abbott College. January 1991.
- Dealing with Diversity: Teaching Styles and Learning Styles. Vanier College professional development course. November - December, 1990.
- Empowerment and Disempowerment in the Classroom (with M. Taylor). Pre-conference workshop, Canadian Association for the Study of Adult Education, Victoria 1990.
- Adults as Learners I and II. Two courses for New Brunswick community college teachers. University of New Brunswick 1989, 1990, 1991.
- Reflective Practice: Dealing with Difficult Problems in Teaching and Consulting. One day Professional Development Workshop POD Conference Oct 1988, Colorado.

PUBLICATIONS

- Smith, R.A. and Geis, G.L. Faculty Members as Clients of Instructional Development." Submitted to the Canadian Journal of Higher Education. (under review)
- Smith, R.A. and Cranton, P. "Using Student Ratings to Improve Instruction" Submitted to Research in Higher Education (under review).
- Smith, R. A. (1990). "Reflecting on your Practice: Critical Features for Learning". Proceeding of the 9th Annual Conference of CASAE, pp. 355-359.
- Smith, R. A. and Cranton, P. (1990). "Reconsidering the Unit of Analysis: A Model of Student Ratings of Instruction," Journal of Educational Psychology, Vol. 82, #2 pp. 207-212.

Smith, R. A. & Schwartz, F. (1990). Teaching in Action: Criteria for Effective Practice Teaching Excellence. Winter Spring.

Geis, G. & Smith, R. A. (1989). "If Professors are Adults," Journal of Staff Program and Organizational Development. Vol. 7, #4, pp. 155-163.

Smith, R. A. & Schwartz, F. (1988). "Improving Teaching by Reflecting on Practice". To Improve the Academy: Resources for Student, Faculty, and Institutional Development, Vol 7, (pp.63-84). Edited by J. Kurfiss, L. Hilsen, S. Kahn, M. D. Sorcinelli, and R. Tiberius. POD/New Forums Press.

PROFESSIONAL AFFILIATIONS

1991-92 Executive Director, Professional and Organizational Development
Network in Higher Education.

THE TEACHING DEVELOPMENT SERVICE

The Teaching Development Service continues to offer an individualized teaching consultation service to faculty members who are interested in analyzing and improving their teaching effectiveness. Normally, faculty who participate in the teaching consultation process work with a TDS consultant through three major stages of the process:

1. Early-semester analysis of teaching:

Relatively comprehensive information about the instructor's teaching is collected through an interview with the instructor, a classroom observation, a videotape, and a student questionnaire.

This information is then reviewed by the instructor and the consultant in order to identify teaching strengths, to discover possible areas for improvement, and to define improvement goals.

2. Continuing consultation on improvement strategies:

Instructors who elect to continue working in this collaborative arrangement, work with the consultant to find techniques and strategies which will enable them to accomplish their improvement goals. While activities during this stage vary widely, the consultant can help instructors find ways to capitalize on their teaching strengths, examine relevant research on teaching and learning, plan class activities which incorporate principles of learning, experiment with various classroom techniques and skills, and obtain continuous feedback about teaching/learning activities.

3. End-of-semester analysis of teaching:

Information about the instructor's teaching is again collected through classroom observations, a videotape, and a student questionnaire. The consultant and instructor review this information in order to assess progress toward improvement goals and to update their analysis of teaching strengths and areas for improvement.

During the past three years, approximately 30 instructors have participated in the consultation process at Concordia. Several of these instructors have used the process more than once.

All have reported that they've gained something of value, that the process was well worth their time and effort, and that they would recommend it to their peers. When asked what they liked most about the process, the most frequent responses have included:

"The opportunity to talk with someone about my teaching", "the systematic nature of the analysis and improvement procedures", and "the personal interest and support provided by the teaching consultant".

Completion of the 3 stages is optional. Faculty are invited to mix and match parts of the service in a way that is of most value to them individually.

If you think you might like to use our Teaching Development Service or if you would like more information, please contact us - The Learning Development Office, 2492 West Broadway, local 2495. We'd be delighted to talk with you.